



# KENTUCKY DEPARTMENT OF EDUCATION

## ADVISORY GROUP MEETING SUMMARY

**ADVISORY GROUP:** State Advisory Council for Gifted and Talented Education

**LIAISON:** Kathie Anderson

**MEETING DATE:** 11-15-17

**NOTE-TAKER/CONTACT:** Kathie Anderson

**ADVISORY GROUP MEMBERS PRESENT:** Julia Roberts, Sherri Henley, Kathy Garratt, Kim Lake, Diana Kozar, Monica Lewis, Lindsay Burton, Dine Mackey, Joe Percefull, Michael Marshall, Carla Pleasant, Taylor Thompson, Kathie Anderson

**Also in attendance:** April Pieper (Differentiated Learners Branch Manager), Lynette Baldwin (Executive Director for the Kentucky Association for Gifted Education), H.M. Snodgrass (Legislative Research Commission). Mr. Snodgrass has worked with programs such as the Charter Schools and works with House leadership

**Agenda Item:** Mission statement of Gifted Advisory Council (GAC)

**Discussion/Action:**

- Dr. Roberts read the purpose of the GAC which is to make recommendations regarding provisional education services for gifted and talented students in the Commonwealth.
- News of interest was given by all members.

**Key Questions/Concerns:**

**Agenda Item:** Council Business, Julia Roberts

- Review of September meeting notes
- Review of guidance drafts
  - Special considerations
  - Local norms

**Discussion/Action:**

Members reviewed the minutes. Carla Pleasant made a motion to accept the meeting summary with edits. Michael Marshall seconded the motion. Minutes were approved with edits.

**Special Considerations -** Members reviewed the Special Consideration guidance document draft. There were suggestions to include information about services and social-emotional supports.

**Local Norms – Members read and gave feedback on the draft document.**

**Key Questions/Concerns:**

- **Will students be counted twice for in the new accountability system for proportionality of underrepresented populations? *The answer was yes that students would count twice.***
- ***Will a student count in both districts for accountability?*** There is a 100-day rule, and Kathie Anderson, the GT Consultant will need to research this question.
- ***What will happen if 200 or more students are identified using local norms? How will they be served?*** Service of students is a district decision. If a district needed resources or supports they can contact the department.

**Agenda Item: Update on Kentucky Academic Standards – Kyle Lee**

**Discussion/Action:**

Kyle Lee reviewed how Senate Bill (SB) 1 affects the standards revisions process. He also reviewed which standards were being reviewed in the 2017-2018 school year. He explained how the standards will be reviewed in a six-year cycle and who is involved in the revision process.

There is Gifted and Talented (GT) representation on the committees. There is a review process every six years. A third party reviews public comments during the review process. The department intends to seek public comment until the second week in December. After a second read, the Commissioner meets with the Kentucky Board of Education (KBE) for approval. After KBE approval, the standard becomes final.

**Key Questions/Concerns:**

- ***What does this mean really? That a standard is desirable? That it is workable?***  
Depends on the content, really. The standard says, “This should be studied or learned, or this should be a foundation for kids in grade 3.” We have taken New York, North Carolina, a few others, and we have looked at their standards compared to our standards to see how we align.
- **There seems there could be push back on the standards. Sometimes there is pushback and it is not always positive.**
- ***What about classes that do not have core standards?***  
Some standards are not clear. Comments are analyzed and if standards are not clear, the committee may revise.
- **In standards based grading, it would be helpful to know the standards process. The course codes have been reviewed and that standards have course codes assigned to them. “You Tube” has videos that review the standards process and course code realignment.**
- ***Are the new course codes for everything or will schools be allowed to make codes?***  
Codes will have be approved by KDE.

- ***Has there been any thought about parallel curriculums for advanced students?***  
Some districts have had to change at what grade standards are taught. Kyle asked the member to send him an email because that was a great idea about reorganizing the standards for gifted students.
- ***What about Career and Technical Education standards?***  
That is a different office and they would need to be contacted if there are questions or more information is needed.

#### **Agenda Item: Gifted Education update in the state – Kathie Anderson**

##### **Discussion/Action:**

The following items were presented:

- Upcoming State Consolidated Monitoring (CSM)
- Webinar has been offered and presented on Special Considerations and Local Norms
- Information was shared with other State Directors of Gifted programs at the annual meeting and the National Association of Gifted Children Conference
- Feedback was sought from shareholders regarding local norms and special considerations at GT network meetings and webinar
- Update on Javits grant work

##### **Key Questions/Concerns:**

Discussion of creativity and how to identify.

***What will happen to students that are identified with local norms, but do not score at the distinguished level?*** It is up to districts to make decisions about how to support students when their progress is less than expected.

#### **Agenda Item: Policies in Gifted Education – Julia Roberts**

##### **Discussion/Action:**

Policies may determine how local resources are spent. Dr. Roberts asked the following question: ***How are law and policy different?***

- Laws are promulgated at state level, policies are created at the local level.

Acceleration – Dr. Roberts asked how many members knew their district's acceleration policy. There are many types of acceleration. *A Nation Deceived* and *A Nation Empowered* are two publications that explain the types of acceleration. Members were encouraged to have a copy for their districts. Policies have intended and unintended consequences, such as graduation policies and Advanced Placement policies. Some policies limit opportunities for students. The intent of the policy might keep students from moving further or faster through the curriculum.

**These questions should be asked when policies are being created:**

- *How will this decision affect our brightest students?*
- *How will this decision help other students begin to achieve at high levels?*

**Key Questions/Concerns:**

School scheduling and acceleration are sometime out of sync within the district.

Identification – there needs to be a better process to truly find students.

**Agenda Item: Workgroups**

**Discussion/Action:** The members divided up into workgroups to discuss resources and guidance for bylaws, non-academic categories identification and services, criterion-referenced assessment and social – emotional needs of GT students. Below are the workgroup members:

- **Bylaws:** Julia Roberts and Kathie Anderson
- **Non-academic Identifications and Services:** Diana Kozar, Diane Mackey, Carla Pleasant, Taylor Thompson
- **Criterion Referenced Assessment:** Lynette Baldwin, Kim Lake, Michael Marshall
- **Social – Emotional:** Monica Lewis, Lindsay Burton, Joe Percefull

**Key Questions/Concerns:**

**Bylaws:**

Bylaws were reviewed and will be looked at again by Dr. Roberts. Once reviewed the bylaws will be brought before the Council to read and review.

**Criterion Reference Testing:**

There is a push to include criterion-reference assessment for identification because SB1 will not allow norm-referenced test to be used for state assessment with the exception of the ACT. In the past the KPREP had two subsections. Parts A had been the norm-referenced section and parts B and C were the short answer and multiple choice. Part A will be taken out. Science is being field test at grades 4 and 7. The pilot test will be given statewide this year.

The workgroup will investigate what other states are using criterion-referenced test for identification and how they structured.

Look to see what assessments are districts using?

The group discussed Star Reading and Math tests and Measure of Academic Progress (MAP) assessments. The Start tests sometimes repeat the same questions which invalidates the tests. When using MAP should gifted students take the 5<sup>th</sup> grade or 6 plus because of the maxing out of questions at the 5<sup>th</sup> grade level? When using the MAP K-1 the test is read to the students.

**Social Emotional:**

The group reviewed the Social Emotional document which had been drafted during previous Council meetings and thought it was really good. Many districts have students who are suffering from anxiety and other issues. How do we train our staff to deal with these issues? The workgroup will look at developing a screener and modules to assist students with perfectionism. They found several screeners online from Australia. One of them had a nine-module plan. The group discussed use the screener and modifying the modules to help students with perfectionism. Some modules might need to be adapted for elementary schools.

Dr. Roberts suggested we work with Dr. Amend and Kristy Neumeister to review modules. There was a discussion about being careful when modifying the work of others because it might invalidate the work.

**Non- Academic Assessment:**

The main issue is removing barriers to serving students because then the group felt districts would identify students. The workgroup also discussed the following:

- Creativity – professional development is needed. How to foster creativity? What does it look like in the regular classroom?
- Visual and Performing Arts (VPA) - If there is no expert in the area, what is available to assist districts? KDE has a regional arts specialist. Communicate with these individuals about gifted services for these students.
- Maybe have a website that foster what works in small and rural school districts? A bank of ideas might be provided.
- Look at the GT resource website and determine if there could there be page for all the GT categories. Each page could have resources for each area.
- Since the Program Review is no longer going to be used, there is no accountability or quality of instruction for VPA.

**Next steps:**

Discussion/Action: All workgroup will talk via phone conference before the next meeting. Kathie will contact all workgroups and will work with groups to continue discussions.

Key Questions/Concerns: *Could the groups meet due to the Public Meeting Act?* Kathie will check with legal and leadership.

**Other items:**

- Gifted Education Month is in February.
- Gifted Proclamation – January 31, 2018 at noon in the Capitol Rotunda.

**Adjournment: The meeting adjourned at 3:00 p.m. The next meeting will be February 1, 2018 in the State Board Room in Frankfort**